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ABSTRACT

This report provides a guide for the evaluation of programs of studies leading to an Attestation of College Studies (AEC) in the Business Administration Technology and Cooperation sectors in Quebec. The Commission d'evaluation de l'enseignement collegial asks that colleges evaluate all full-time AEC programs they offer in these sectors using this specific guide. Topics of evaluation for the AEC programs include links with sponsoring organizations, adjusting program supply to local needs, and progression of graduates. The college shall consider the socioeconomic needs each of the programs aims to fulfill, with a view to ensuring that they are based on relevant studies, especially of local and regional needs, and the internal coherence of each program, with a view to ensuring that it is based on a logically ordered education plan. The self-evaluation report must include a description of the self-evaluation procedure, a description of the program, and self-evaluation of the program. Information that may prove useful for carrying out self-evaluation of the program is presented based on the following criteria: program relevance; program coherence; value of teaching methods and student supervision; appropriateness of resources; program effectiveness; and quality of program management. A list of advisory board members and the institutions authorized to offer an AEC are appended. (JA)

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ED 443 495

Specific Guide
to the evaluation
of Programs of Studies

Programs of Studies Leading to an Attestation of College Studies (AEC) in the Business Administration Technology and Cooperation Sectors

This document was adopted in its original French version by the Commission d'évaluation de l'enseignement collégial at its 35th meeting in Québec City on April 1st, 1996.
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Criterion 1 : Program relevance
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Introduction

In its *General Guide to the Evaluation of Programs of Studies*,[1] the Commission refers to its twofold objective of helping institutions constantly improve the quality and relevance of the education they offer, and reporting on the value of the instruction their students receive. The Commission's approach is based on the active participation of colleges and independent specialists.

It is through self-evaluation of a program that colleges set the evaluation process in motion. To assist them in doing so, the Commission has prepared, based on the *General Guide*, a *Specific Guide to the Evaluation of Programs of Studies* in conjunction with members of an advisory body composed of representatives of the college community and the labour market.[2] This specific guide has been prepared for the evaluation of programs of studies leading to an Attestation of College Studies (AEC)[3] in the *Business Administration Technology* and *Cooperation* sectors. Using this guide, all colleges are asked to evaluate all full-time AEC programs they offer in these sectors ending on or before September 30, 1996, as long as they are planning to offer them again. If they are not, they shall evaluate the program ending immediately before the program they no longer plan to offer. They are also encouraged to provide information on other full-time and part-time AEC programs they have offered over the past three years. Another specific guide has been prepared for the evaluation of programs leading to the Diploma of College Studies (DEC) in these sectors.[4]

The guide contains two parts. The first provides an overview of the programs and the topics of evaluation. The second, which sets out the self-evaluation process, provides indications on how to complete the self-evaluation report, describes each of the criteria and sub-criteria in context, lists the evaluation questions, and specifies the supporting documents required.

Part one
Overview of the Programs and Topics of Evaluation

1. Program Overview

This section provides a general overview of the main features of the programs leading to an Attestation of College Studies (AEC) in the *Business Administration Technology* (410.12) and *Cooperation* (413.01) sectors.

1.1 AEC programs in the *Business Administration Technology* sector

The Business Administration sector boasts the largest number of programs--approximately fifty--leading to an AEC:[5] eleven in the field of *marketing*, eight in *finance*, and thirteen in *management*, offered in English in Québec colleges; and four in *personnel*, five in *gestion industrielle*, three in *transport*, and four in *assurances*, which are offered solely in French.

There are considerable differences among these programs. The average number of credits per program is 23, but the total varies from a dozen to over fifty. Certain programs cover the entire knowledge base in a given field, while others focus more on upgrading basic administration skills. The description of thirteen of these fifty programs was formulated prior to the 1990 review, and certain programs have already been defined according to the objectives and standards approach. Most of the programs have specific objectives, although a dozen or so are based on nothing more than one or two general statements. All the courses are compulsory for just over half the programs, while the others contain one or two optional courses chosen by the institution. One third of the programs include a compulsory on-the-job training session or term project, and five of the programs offer course selections divided into "options" or "blocks." Finally, a certain number of programs seem to overlap; their titles are identical or similar, their objectives do not allow them to be clearly distinguished, and they share a number of courses.

All CEGEPs are authorized to offer *Business Administration Technology* programs leading to an AEC; each college offers an average of seven programs. With the exception of *transport*, for which only two CEGEPs issue AECS, all the other fields are well covered, since 47 colleges offer programs in *management*, 40 in *finance*, 27 in *marketing*, 25 in *assurances*, 21 in *personnel*, and 19 in *gestion industrielle*. Four subsidized and nine non-subsidized private colleges are also authorized to offer programs leading to an AEC.

In the 1992 fall term, 7817 students were enrolled in these programs, 6745 of them on a part-time basis. Enrollment increased between 1988 and 1992, especially part-time enrollment, which more than doubled from 3316 to 6745. This phenomenon is probably due to the termination of funding for enrollment on a course-by-course basis.

Business Administration Technology also includes eight programs that formerly led to a Certificate of College Studies (CEC); two each in the *marketing* and *finance* divisions, and one in each of the *personnel, gestion industrielle, transport* and *management* divisions. Each of these programs comprises an average of just over 50 credits. In the 1992 fall term, 2450 students were enrolled in these programs, 1335 of them part-time.

1.2 *Cooperation* programs leading to an AEC

The *Cooperation* sector has only two programs leading to an AEC, both of which are offered solely in French in Québec colleges.

The first, *Administration et coopération* (413.51), is a former CEC program that comprises just under 50 credits. The objectives of this program are the same as those for programs leading to a DEC, but it contains only those courses in the specific program component of the DEC. Also, like the diploma programs, the optional courses include a on-the-job training session (fieldwork course) and a term project or final specialisation project. Enrollment in this program is limited and even non-existent for some years.

The second program, *Coopérant-volontaire* (900.38), prepares students to work with international development organizations in so-called Third World countries. Only the Cégep de Rivière-du-Loup is authorized to offer this program, which aims to familiarize students with various cultures, intercultural dynamics, and the skills required by international development workers. The 30 1/3 credits included in this program are divided among 11 courses, all of them compulsory.

From fall 1989 to fall 1992, the number of students enrolled varied between 27 and 36, all of them on a full-time basis.

2. Topics of Evaluation for the AEC Programs

2.1 Links with sponsoring organizations

In programs leading to an AEC, full-time and part-time enrollment generally corresponds to two very different realities. In general, full-time students are enrolled in intensive programs "purchased" by government agencies such as the Société québécoise de développement de la main-d'oeuvre (SQDM) and the federal Department of Human Resources Development, while part-time students, who often wish to take only a few courses with a specific goal in mind, are automatically enrolled in a program by the colleges for purposes of government funding.

For full-time programs, the evaluation procedure will enable colleges to determine whether the constraints imposed by the habitual demands of sponsoring organizations have an impact on the quality of the education offered.

2.2 Adjusting program supply to local needs

There are some forty programs leading to an AEC offered in *Business Administration Technology*. They appear to constitute a heterogeneous assortment in more than one respect: the number of credits often varies widely from one program to the next, some target basic training while others focus on specialized skills, their levels of complexity differ, the content of the various programs often overlaps, etc. However, at the local level, this situation may reflect an institution's ability to adjust to the specific needs of the community it serves.

Careful scrutiny thus seems to be called for in this regard, especially since the number and diversity of the programs leading to an AEC are likely to increase with the introduction of the new provisions of the *College Education Regulations*. This scrutiny should focus on two elements: the socioeconomic needs each of the programs aims to fulfil, with a view to ensuring that they are based on relevant studies, especially of local and regional needs, and the internal coherence of each program, with a view to ensuring that it is based on a logically ordered education plan.

2.3 Progression of graduates

Due to the high number of students who enroll in programs leading to an AEC, it is essential that colleges study the mechanisms used to monitor their graduates, particularly those enrolled full-time, with regard to graduate satisfaction, job placement, change in career choices, promotion, further studies, etc. The evaluation procedure will show to what extent colleges have implemented appropriate mechanisms for monitoring the progression of their students through school and after graduation, and how they use the information collected to improve the management of programs leading to an AEC.

Part two
Carrying Out the Self-Evaluation Procedure

The evaluation to be carried out by the college pertains to the most recent full-time AEC programs offered in the *Business Administration Technology* and *Cooperation* sectors, ending on or before September 30, 1996, as long as the college is planning to offer them again. If it is not, it shall evaluate the program ending immediately before the program it no longer plans to offer. Analysis of the progression of the last three cohorts enrolled full-time in the program shall also be taken into consideration.

The college is also encouraged to present data on other full-time and part-time AEC programs it has offered during the past three years, that is, from 1993-1994 to 1995-1996.

1. Standard Self-Evaluation Report Model

The self-evaluation report must include the following:

- **A description of the self-evaluation procedure**

The college shall provide information on work organization, responsibility sharing, the cooperation elicited, the consultations carried out, and the evaluation procedure used. If the college has formed an evaluation committee, the list of members as well as their respective positions should be included in this description.

The college shall indicate the procedure used to consult students, graduates, teachers, and other people involved in implementing the program.

- **A description of the program**

In the general program description, the college shall indicate:

- the date the program was implemented;
- the number of teachers assigned to the program being evaluated;
- student population trends observed in the program over the past three years;
- development outlooks for the program.

It may also mention specific characteristics of the student population or with regard to program implementation and explain them in more detail elsewhere in the self-evaluation report.

The college shall consider this information when formulating its overall evaluation of the program implementation.

- **Self-evaluation of the program**

To facilitate the Commission's analysis, the self-evaluation report must correspond to the order and numbering of the criteria and sub-criteria in this guide. Unless otherwise indicated, the reference cohorts for each evaluation question shall be those mentioned above.

In this guide, information that may prove useful for carrying out self-evaluation of the program is presented based on the following criteria:

1) program relevance
2) program coherence
3) value of teaching methods and student supervision
4) appropriateness of resources
5) program effectiveness
6) quality of program management.[6]

The criteria and sub-criteria are accompanied by an explanation putting the evaluation questions in context. For each *sub-criterion*, the college shall first outline the situation and then evaluate the aspects of the program implementation in question. It shall base its reasoning on the outline of the situation, but also include any other information it deems essential, as well as the actions it plans to take. It shall then enclose the documents required, as well as a description of the evaluation method used or a copy of the data-gathering tools employed to obtain the information necessary for its evaluation.

After evaluating each criterion, the college shall make a final decision and include any other comments it deems relevant. After evaluating all the criteria, it shall adopt an *overall decision*with regard to program implementation and identify its *action priorities* in terms of improving program quality.

Once the report has been approved by the board of directors, the college shall submit eight (8) copies of its self-evaluation report and the supporting documents to the Commission. The report should not exceed 100 pages, excluding the appendices.

In addition, the college shall include in its report an appendix containing data on other full-time and part-time AEC programs it has offered during the past three years in the sectors evaluated, i.e. *Business Administration Technology* and *Cooperation*. To do so, it shall complete the following tables. The first deals with full-time AEC programs and the second with part-time AEC programs. A separate table must be completed for each full-time and part-time program offered during the reference period. Finally, the college is encouraged to submit its comments on the relevance and effectiveness of each program.

Table 1. Data on full-time programs leading to an AEC

Complete this table for each full-time AEC program offered during the past three years, i.e. from

September 1, 1993 to September 30, 1996, except the one being evaluated.

College:	
Title of AEC:	No: _____ No. of credits : _____

A. Provide data on all cohorts enrolled in the program during the reference period

Cohorts	**Number of full-time students enrolled at beginning**	**Graduation rate (%)**		**Number of teachers** Specify status : full-time (1) part-time (2) hourly-paid teachers (3)
		Prescribed duration	Maximum duration	
Cohort 1 followed program from _____ to_____				
Cohort 2 followed program from _____ to_____				
Cohort ... followed program from_____ to_____				

B. Specify whether this program is sponsored by an organization

Cohorts	**Program sponsored**	**Sponsoring organization** (SQDM, Human Resources development Canada)	**Gouvernment program** (ALFEPAC, fme, etc.)
Cohort 1	yes / no		
Cohort 2	yes / no		
Cohort ...	yes / no		

C. Comments on program relevance

Table 2. Data on part-time programs leading to an AEC

Complete this table for each part-time AEC program offered during the past three years, i.e. from September 1, 1993 to September 30, 1996.

College:				
Title of AEC:				No. : No. of credits :
A. Provide data on program during the reference period				
Year	**Number of AECs awarded**	**Courses offered and success rate**		
		List of courses offered	Number of students enrolled per course	Success rate[7]
1995-1996		Course no. 1 Course no. 2 ...		
1994-1995				
1993-1994				

B. General comments on program relevance and effectiveness

2. Criteria and Sub-criteria Used for Program Evaluation

CRITERION 1

Program relevance

This criterion links program objectives with educational/socioeconomic requirements. It aims to determine how the program, through its objectives and content, promotes the entry of graduates onto the job market and, for those already employed, the acquisition of job-related skills.

Sub-criteria 1.1, which appears in the *General Guide*, has been selected to evaluate program relevance.

Sub-criterion 1.1
The objectives and content of the program are consistent with the needs of the labour market.

This sub-criterion enables the college to establish links between AEC program objectives and labour market needs and verify how program graduates are integrated into the labour market.

To support its evaluation, the college shall list the main needs identified and the program objectives as established.

1. Describe the mechanisms used to identify labour market needs.

2. Identify the needs of the labour market which the program aims to fulfil.

3. Provide an overview of the employment status of program graduates.

> *Take into account the job placement rate of students entering the labour market over the past three years (distinguish between graduates and non-graduates), specifying the type of jobs occupied and the proportion linked to the training received.*

4. What is your evaluation of the correlation between program objectives and the needs and expectations of the labour market?

> *Emphasize any changes and additions made to program objectives or content.*

Planned actions

Overall evaluation of program relevance

The college shall present an overall evaluation of the relevance of the program, briefly identifying the main strengths and weaknesses in terms of this criterion. It may also submit any comments it deems appropriate.

CRITERION 2
Program coherence

To ensure that a program of studies constitutes a quality education plan, it is essential that its elements form a coherent whole. The content and objectives of the learning activities must be a

direct extension of program objectives. The learning activities should be interlinked based on well-defined themes in a logical, progressive sequence. The requirements specific to each learning activity, such as the degree of difficulty of the knowledge and skills to be acquired or the students' workload, must be established in a clear, balanced manner.

Sub-criteria 2.2, 2.3 and 2.4, which appear in the *General Guide*, have been selected to evaluate program coherence. The expression "learning activities" designates courses in all their forms (lectures, laboratories, workshops, projects, on-the-job training sessions or fieldwork course, etc.).

Sub-criterion 2.2
The program contains a series of learning activities which clearly reflect general program objectives and enable them to be met.

This sub-criterion is used to determine to what extent the objectives and content of the courses in the program reflect general program objectives.

1. Indicate to which program objective(s) each course corresponds.

> *Group the courses according to whether they are prescribed by the Minister or chosen by the institution.*

2. Indicate the criteria used by the college to choose optional courses.

3. What is your evaluation of the correlation between learning activity objectives and general program objectives?

> *Indicate whether all program objectives are adequately covered by the learning activities.*

Planned actions

Sub-criterion 2.3
Learning activities are ordered logically and sequenced so as to facilitate progressively more detailed study and integration of the various program elements.

The college shall decide on the most appropriate sequence of learning activities. This sub-criterion is used to evaluate how the sequencing of the learning activities contributes to a progressive, integrated program, and to what extent the study and integration of the courses is made possible.

1. Insert the 1995-1996 organizational chart and justify, where applicable, the existence of prerequisites.

2. What is your evaluation of the sequencing of learning activities from the beginning of the program through to the end?

> *Take into account where on-the-job training sessions (fieldwork course) and term projects (final specialisation project) are positioned in the program and any changes made to the sequencing during the past three years.*

Planned actions

Sub-criterion 2.4
Specific requirements for each learning activity are realistically and clearly defined and are accurately reflected in course outlines and weighting.

This sub-criterion is used to evaluate the realism and balance of the curriculum requirements, which are reflected mainly in the number of hours of courses and laboratories, the personal projects assigned, and the number of hours of work required to complete them.

1. List the courses for which the weighting is different than that appearing in the *Cahiers de l'enseignement collégial*.

> *Indicate the weighting as it appears in the course outline and justify any changes made.*

2. Indicate, based on the students' opinions, those courses for which the weighting of the personal workload (third number of the code) does not correspond to what appears in the course outline.

> *Provide figures on the differences.*

3. What is your evaluation of the workload assigned to and carried out by the students?

> *Base your evaluation on the clearness and realism of the requirements, as well as on the distribution of the workload during a given term and among all terms.*
>
> *Take the students' opinion into account.*

Planned actions

Documents to be included

The questionnaire or interview sheet used to ascertain the students' opinion.

Overall evaluation of program coherence

The college shall present an overall evaluation of the coherence of the program, briefly identifying the main strengths and weaknesses in terms of this criterion. It may also submit any comments it deems appropriate.

CRITERION 3
The value of teaching methods and student supervision

This criterion is used to assess the value of the teaching methods and student supervision in terms of their specific features and as they relate to the program, the courses, and the characteristics of the student population.

The three sub-criteria which appear in the *General Guide* have been selected to evaluate this

criterion.

Sub-criterion 3.1
Teaching methods are adapted to program and course objectives and take student characteristics into account.

This sub-criterion is used to describe the main teaching methods employed, how they contribute to achieving program objectives, and how they correspond to the characteristics of the student population.

1. Describe the main teaching methods used in the program.

Explain any innovative or experimental teaching methods used.

2. What is your evaluation of the appropriateness of the teaching methods in light of program objectives and student characteristics?

Consider how teaching methods are adapted to student characteristics (adults returning to school, etc.)

Take the students' opinion into account.

Planned actions

Documents to be included

The questionnaire or interview sheet used to ascertain the students' opinion.

Sub-criteria 3.2
Guidance, support and follow-up services, screening measures to detect learning problems, and reception and integration activities enhance student success.

This sub-criterion is used to evaluate the effectiveness of the support measures used to help students pursue their studies and better succeed in the program.

1. Describe the measures implemented to help students overcome learning difficulties, stay in the program, and complete their studies.

These measures include screening for learning difficulties, student aid, guidance and follow-up, reception and integration activities or sessions, remedial activities, tutoring, specialized workshops, etc.

Describe any specific approach used in the organization of learning activities, for example, to support students returning to school after a prolonged absence, who have parental responsibilities, etc.

3. What is your evaluation of the result of these support measures?

Take the students' opinion into account.

Planned actions

Documents to be included

The questionnaire or interview sheet used to ascertain the students' opinion.

Sub-criterion 3.3
Teachers' availability outside regular class hours meets students' need for supervision.

Formal and informal contacts between teachers and students constitute an important factor in student retention and success rates. This sub-criterion is thus used to verify whether students can rely on teacher availability to meet their supervision needs.

1. Describe the methods used to promote and ensure the availability of the teaching staff outside regular class hours.

2. Taking the students' opinion into account, do you consider that the teachers' availability is adequate?

Planned actions

Documents to be included

The questionnaire or interview sheet used to ascertain the students' opinion.

Overall evaluation of the value of teaching methods and student supervision

The college shall present an overall evaluation of the value of its teaching methods and student supervision measures, briefly identifying the main strengths and weaknesses in terms of this criterion. It may also submit any comments it deems appropriate.

CRITERION 4
The appropriateness of resources

Program quality depends largely on the human, material and financial resources allocated to it, and on the links between the teachers' qualifications, skills and experience and the teaching load assigned to them. In addition, maintaining program quality calls for a high level of teacher motivation and sufficient material and financial resources.

Sub-criteria 4.1, 4.3, 4.4 and 4.5, which appear in the *General Guide*, have been selected to evaluate this criterion. Sub-criteria 4.4 and 4.5 have been combined.

Sub-criterion 4.1
The number and professional qualifications of teachers are sufficient and their skills are diversified enough to meet program objectives.

This sub-criterion is used to determine and evaluate the number, status and qualifications of the teaching staff assigned to the program.

1. Indicate the number of teaching staff.

Specify, where applicable, how many of these people also teach in the DEC program.

2. Using the following table, present the main data on the teachers' education, experience and workload.

Teachers	Status in College[1]	**Level of schooling**		**Work experience**		
		Number of years	Degrees obtained (specify year) and professional designation	Number of years of recognized teaching experience	Other work experience (number of years and type)	Course number
Teachers assigned to courses in administration/commerce, business administration technology, and cooperation						
1						
2						
3						
4						
5						
...	..					
Teachers assigned to supporting disciplines						
1						
2						
3						
...	..					

(1) Status in college = full-time, part-time or hourly-paid teachers

3. List the hiring criteria for teachers and lecturers.

4. What is your evaluation of the number of teachers and the diversity of their qualifications in light of program objectives, characteristics of the student population, and the teaching load assigned?

Planned actions

Sub-criterion 4.3

Teachers' motivation and skills are maintained and developed, among other things, through well-defined evaluation procedures and professional development activities.

Evaluation procedures and professional development activities are the ideal means for assessing, maintaining, and developing the motivation and skill levels of the teaching staff.

1. Describe the measures, rules or procedures governing:

- evaluation of the teaching staff assigned to continuing education courses;
- professional development activities completed by the teaching staff assigned to continuing education courses.

2. What is your evaluation of the impact of evaluation procedures, professional development activities and supervision on teachers' motivation and skill levels?

Planned actions

Sub-criteria 4.4 and 4.5
Financial and material resources are sufficient to ensure that the program functions properly.

The college shall use these sub-criteria to identify the financial and material resources available to implement the program.

1. Identify the main material resources made available to the teachers or students to ensure that the latter achieve course objectives.

This may include computer or audiovisual equipment, special premises or material, etc.

2. Are the main material resources sufficient and accessible and is funding adequate to meet program requirements?

Present and develop the reasons justifying your answer.

Planned actions

Overall evaluation of human, material and financial resources

The college shall present an overall evaluation of the human, material and financial resources devoted to the program, briefly identifying the main strengths and weaknesses in terms of this criterion. It may also submit any comments it deems appropriate.

CRITERION 5
Program effectiveness

This criterion is used to evaluate academic success and the extent to which program objectives are

achieved.

Evaluation must focus on the quality of graduates' education, as well as on the college's ability to foster students' academic success, taking into account their level of preparation when they are admitted to the program. At this time, application of the institutional policy on the evaluation of student achievement (IPESA) to the program will also be evaluated, as will the course success rate and the graduation rate based on the duration of studies. Finally, if the program includes an on-the-job training session (fieldwork course) or term project (final specialisation project), the level to which graduates have mastered and integrated the relevant knowledge and skills will be appraised.

All the sub-criteria appearing in the *General Guide* have been used to evaluate this criterion. Sub-criteria 5.2 and 5.5 have been combined.

Sub-criterion 5.1
Recruitment and selection measures allow the college to constitute a motivated student population capable of successfully completing the program.

This sub-criterion is used to determine how the college's recruitment and selection policies and practices enable it to constitute a student population with a reasonable probability of successfully completing the program.

1. Describe the student recruitment and selection measures.

> *Explain how the college works jointly with the partners involved to recruit and select students.*
>
> *Where applicable, refer to the admission policy or other college policies that apply in these situations.*

2. Describe how the recognition of prior learning procedure is used and indicate whether the students in the group have benefited therefrom.

3. What is your evaluation of the motivation of the student population admitted and their potential for success in the program?

Planned actions

Sub-criteria 5.2 and 5.5
The learning evaluation methods and tools enable the college to determine how effectively program and learning activity objectives have been met.

This sub-criterion is used to ensure that the learning evaluation methods and tools used enable the college to measure to what extent learning activity objectives have been achieved.

The quality of this evaluation depends largely on the application of rules set out in this area to ensure rigour, validity and fairness. The college shall evaluate how the application of its institutional policy on the evaluation of student achievement (IPESA) ensures adequate learning evaluation.

1. For **two** learning activities in the program, show the correlation between the objectives described in the course outline, the examinations, the assignments marked, and the evaluation grids or marking keys.

> *Choose a course from the main program discipline (the one with the most courses) in the first term (first phase of the program) and the integration activity, i.e. the on-the-job training session (fieldwork course) or term project (final specialisation project).*
>
> *If the program being evaluated includes neither an on-the-job training session (fieldwork course) or a term project (final specialisation project), choose a course offered during the last term (end of the program).*

2. Describe the mechanisms used to ensure that the evaluation practices for each course are consistent with the IPESA.

3. Provide an overview of your "training session bank."

> *Show how training sessions are selected and how the bank of training sessions (fieldwork course) is made up.*

4. Describe how the training sessions (fieldwork course) are coordinated and supervised.

5. What is your evaluation of:

- the application of the IPESA to the learning activities analyzed above;
- the effectiveness of the learning evaluation methods used for these activities in adequately and fairly measuring the achievement of the objectives targeted;
- the effectiveness of the training session (fieldwork course) or term project (final specialisation project) in measuring the achievement of the main program objectives?

Planned actions

Documents to be included

- Specific learning evaluation rules that apply to continuing education.
- The detailed outlines for the two courses analyzed including, where applicable, the training session notebook or any other document explaining the objectives and procedure of the on-the-job training session (fieldwork course) or the term project (final specialisation project).
- For both of these courses, a copy of the evaluation tools or outlines of the assignments to be completed and of the evaluation grids and any other related document used for learning evaluation during the 1995-1996 school year.

Sub-criterion 5.3
The course success rate is satisfactory.

This sub-criterion is used to evaluate the students' academic success rate in the program courses, with a view to identifying courses with a high failure rate.

1. For all program courses, determine the course success rate for the last three full-time cohorts enrolled in the program.

Complete the following table.

Course no.	Cohort 1[8]		Cohort 2		Cohort 3	
	no. enrolled	*% success rate*[9]	*no. enrolled*	*% succes rate*	*no. enrolled*	*% success rate*
Course no. 1						
Course no. 2						
- - -						

2. What is your evaluation of the success rate in the different courses in light of the characteristics of the student population?

Establish a link with the aid and support services and the adaptation of teaching methods to student characteristics.

Planned actions

Sub-criterion 5.4
A satisfactory proportion of students complete the program within an acceptable time frame, given their student status and characteristics.

This sub-criterion is used to describe and evaluate the progression through school of students from the time they are admitted to the program to when they graduate or drop out.

1. Describe the progression through school of the last three cohorts enrolled in the program (full-time AEC).

Complete the following table.

Cohorts	Number of students enrolled	Graduation rate for program	
		Prescribed duration	Maximum observation period[10]
Cohort 1			
Cohort 2			
Cohort 3			

2. What is your evaluation of the progression of the cohorts studied?

Planned actions

Overall evaluation of program effectiveness

The college shall present an overall evaluation of the effectiveness of the program as it has been implemented, briefly identifying the main strengths and weaknesses in terms of this criterion. It may also submit any comments it deems appropriate.

CRITERION 6
Quality of program management

The principles underlying program management, the definition of structures, the distribution of roles and responsibilities, and the effectiveness of interpersonal communication are essential to the success of the program, which is implemented as an "organized set of learning activities leading to the achievement of educational objectives based on set standards."(11)

Sub-criteria 6.1 and 6.3, which appear in the *General Guide*, have been selected to evaluate this criterion.

Sub-criterion 6.1
Management methods and structures and the existing means of communication are well-defined and promote the program's proper functioning as well as the program approach.

This sub-criterion is used to identify the agencies and individuals involved in program management, describe their respective roles, determine how various responsibilities are exercised, evaluate the extent to which these management methods and structures promote the program approach, and verify whether interpersonal communication is adequate and effective.

1. Describe the role of the educational consultant involved in program management, identifying the aspects that promote the program approach.

2. Describe the roles of the other authorities involved in program management, identifying the aspects that promote the program approach.

3. Describe the relationship between the college and the government agency that funds the program.

> *In addition to participation in student selection as described in sub-criterion 5.1, this may apply to specific agreements, the courses chosen by the college, etc.*

4. What is your evaluation of the effectiveness of the structures used to support program implementation and the quality of communication among those involved in implementing it?

> *Take into account the leeway the sponsoring organization allows the college.*
>
> *Verify that the management structure implemented:*

- ensures that the program offered meets college education standards;
- promotes a shared vision of the program.

Can this evaluation be applied to the management of other AEC programs in this field? Explain.

Planned actions

Sub-criterion 6.3
Program descriptions are distributed and explained to students.

This sub-criterion is used to verify whether the college complies with section 17 of the College Education Regulations in force since fall 1995.(12)

1. Describe the methods used to inform students of program content and requirements.

2. Are the students adequately informed of program objectives and learning activities?

Explain your answer using the methods employed since fall 1995 as an example.

Take the students' opinion into account.

Planned actions

Documents to be included

The program description distributed to students.

Overall evaluation of the quality of program management

The college shall present an overall evaluation of program management, briefly identifying the main strengths and weaknesses in terms of this criterion. The college may also include in its overall evaluation any other elements it deems relevant to program management.

3. Overall Evaluation of Program Implementation

At the end of the evaluation based on each of these criteria, the college shall provide an overall appraisal of the strengths and weaknesses in the implementation of the program.

In concluding its self-evaluation, the college shall identify:

- three elements of the program implementation that it considers strong points;
- three elements it considers weak points;
- its action priorities with regard to improving the quality of program implementation.

It may also submit its comments on the anticipated impact of the application of the *College Education Regulations* on the program, especially as concerns the definition of program

objectives and standards.

Appendix 1
Members of the advisory body

Appendix 2
Institutions authorized to offer programs leading to an AEC in *Business Administration Technology*

Notes

1. COMMISSION D'ÉVALUATION DE L'ENSEIGNEMENT COLLÉGIAL, *General Guide to the Evaluation of Programs of Studies by the Commission d'évaluation de l'enseignement collégial*, Gouvernement du Québec, May 1994, 26 p.

2. Members of the advisory body are listed in Appendix 1.

3. Section 16 of the College Education Regulations defines the Attestation of College Studies (AEC). Since fall 1994, programs that formerly led to a Certificate of College Studies have become programs leading to an AEC.

4. See *Specific Guide to the Evaluation of Programs of Studies Leading to a Diploma of College Studies (DEC) in the Business Administration Technology (410.00) and Cooperation (413.00) Sectors*, Québec City, Gouvernement du Québec, April 1996.

5. Appendix 2 lists the institutions authorized to offer programs leading to an AEC in the Business Administration sector.

6. See COMMISSION D'ÉVALUATION DE L'ENSEIGNEMENT COLLÉGIAL, *General Guide to the Evaluation of Programs of Studies by the Commission d'évaluation de l'enseignement collégial*, Gouvernement du Québec, May 1994, 26 p.

7. Number of students enrolled who have passed the course.

8. Indicate when this cohort followed the program (e.g. from 95-03 to 95-09).

9. Percentage of students enrolled who passed the course.

10. The maximum observation period corresponds to the period elapsed between when the program ends (prescribed duration) and the time the evaluation is carried out.

11. College Education Regulations, section 1.

12. "A college shall adopt and make public, in whatever form it deems appropriate, a description

of the objectives, standards and learning activities for each program it offers.

The program description shall be distributed to students upon their admission to the program."

This document was prepared in collaboration with the advisory body on the evaluation of the *Business Administration Technology* and *Cooperation* programs assisted by :

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Appendixes

Appendix 1
Members of the advisory body

Name	Position	Organization
Louis Roy	Commissaire	Commission d'évaluation de l'enseignemen collégial
Paul Vigneau	Coordonnateur de projet	Commission d'évaluation de l'enseignemen collégial
J.-Pierre Archambault	Enseignant	Collège de Bois-de-Boulogne
Rachel Bélanger	Enseignante	Collège Mérici
Johanne Bellemare	Coordonnatrice de la promotion	Carrefour Trois-Rivières Ouest
Claude Chayer	Directeur des études	Collège Lionel-Groulx
Marthe-Andrée Cloutier	Conseillère en formation et gestion du changement	Confédération des caisses populaires et d'économie Desjardins
Gilles Cossette	Conseiller en gestion	Gilles Cossette et associés
Marie Gagnon	Enseignante	Cégep de Lévis-Lauzon
Carol Lavoie	Directeur, Formation des adultes	Cégep de Sept-Iles
Jeannine McNeil	Enseignante	École des hautes études commerciales
Lise Truchon	Chef divisionnaire - Ressources humaines	Bell Canada

Appendix 2
Institutions authorized to offer programs leading to an AEC in *Business Administration Technology*

List of institutions	Programs		
PUBLIC SECTOR			
Cégep de l'Abitibi-Témiscamingue	AEC	901.39	Conseils financiers
		901.42	Gestion de commerce de détail en alimentation
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège Ahuntsic	AEC	900.53	Commerce de détail
		900.88	Marketing : exportation
		901.39	Conseils financiers
		901.42	Gestion de commerce de détail en alimentation
		901.72	Finance
		901.73	Initiation à l'administration
		901.92	Marketing
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.58	Fiscalité (410.64)
		903.60	Techniques administratives (410.66)
Collège d'Alma	AEC	900.53	Commerce de détail
		901.39	Conseils financiers
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		903.60	Techniques administratives (410.66)
Cégep André-Laurendeau	AEC	410.32	Gestion de personnel
		415.47	Transport
		900.53	Commerce de détail
		900.83	Marketing : représentation
		901.50	Gestion des services d'entretien
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		901.92	Marketing
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.53	Marketing (410.51)
		903.54	Personnel (410.52)
		903.55	Gestion financière informatisée (410.53)
		903.57	Transport (410.57)
		903.60	Techniques administratives (410.66)
Cégep de Baie-Comeau	AEC	900.91	Gestion: micro-informatique appliquée
		901.39	Conseils financiers
		901.72	Finance
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)

Cégep Beauce-Appalaches	AEC	410.91	Initiation à la gestion industrielle
		900.47	Techniques de commerce international
		900.70	Conseiller, conseillère en services financiers
		900.83	Marketing : représentation
		900.88	Marketing : exportation
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.02	Gestion du crédit à la consommation
		901.27	Gestion des approvisionnements
		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.44	Techniques du génie industriel
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.21	Techniques de vente en marketing
		902.58	Commerce international
		903.54	Personnel (410.52)
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.58	Fiscalité (410.64)
		903.60	Techniques administratives (410.66)
Collège de Bois-de-Boulogne	AEC	900.53	Commerce de détail
		900.91	Gestion : micro-informatique appliquée
		900.98	Gestion de la construction résidentielle
		901.02	Gestion du crédit à la consommation
		901.09	Services financiers
		901.10	Gestion d'équipe en contexte d'amélioration continue
		901.27	Gestion des approvisionnements
		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.58	Commerce international
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Champlain Lennoxville	AEC	900.55	Techniques administratives : supervision
		900.91	Gestion : micro-informatique appliquée
		901.27	Gestion des approvisionnements
		901.87	Gestion intégrale de la qualité
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.60	Techniques administratives (410.66)
Champlain Saint-Lambert	AEC	900.55	Techniques administratives : supervision
		901.73	Initiation à l'administration
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.60	Techniques administratives (410.66)
Champlain Saint-Lawrence	AEC	903.60	Techniques administratives (410.66)
Cégep de Chicoutimi	AEC	901.02	Gestion du crédit à la consommation
		901.39	Conseils financiers
		901.42	Gestion de commerce de détail en alimentation
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.60	Techniques administratives (410.66)
Dawson College	AEC	900.55	Techniques administratives : supervision
		900.91	Gestion : micro-informatique appliquée

		901.72	Finance
		901.73	Initiation à l'administration
		901.92	Marketing
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.58	Fiscalité (410.64)
		903.60	Techniques administratives (410.66)
Collège de Drummondville	AEC	410.32	Gestion de personnel
		900.53	Commerce de détail
		900.55	Techniques administratives : supervision
		901.39	Conseils financiers
		901.73	Initiation à l'administration
		901.72	Finance
		901.79	Démarrage d'entreprises
		901.97	Techniques de gestion des entreprises culturelles
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Collège Édouard-Montpetit	AEC	900.47	Techniques de commerce international
		900.55	Techniques administratives : supervision
		900.73	Gestion d'immeubles
		900.88	Marketing : exportation
		900.91	Gestion : micro-informatique appliquée
		901.02	Gestion du crédit à la consommation
		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		902.56	Agent immobilier
		902.57	Courtier immobilier
		902.58	Commerce international
		903.55	Gestion financière informatisée (410.53)
		903.58	Fiscalité (410.64)
		903.60	Techniques administratives (410.66)
Cégep François-Xavier-Garneau	AEC	900.47	Techniques de commerce international
		900.55	Techniques administratives : supervision
		900.91	Gestion : micro-informatique appliquée
		901.27	Gestion des approvisionnements
		901.39	Conseils financiers
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.21	Techniques de vente et marketing
		902.56	Agent immobilier
		902.57	Courtier immobilier
		902.58	Commerce international
		903.55	Gestion financière informatisée (410.53)
		903.58	Fiscalité (410.64)
		903.60	Techniques administratives (410.66)
Cégep de la Gaspésie et des Îles	AEC	901.39	Conseils financiers
		901.72	Finance
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Granby Haute-Yamaska	AEC	900.55	Techniques administratives : supervision
		900.90	Gestion : secrétaires-trésoriers de municipalités

		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.72	Finance
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Héritage College	AEC	900.91	Gestion : micro-informatique appliquée
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.60	Techniques administratives (410.66)
John Abbott College	AEC	900.83	Marketing : représentation
		900.91	Gestion : micro-informatique appliquée
		901.72	Finance
		901.73	Initiation à l'administration
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep Joliette - De Lanaudière	AEC	900.12	Marketing
		900.73	Gestion d'immeubles
		900.83	Marketing : représentation
		901.27	Gestion des approvisionnements
		901.39	Conseils financiers
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Techniques administratives (410.66)
		903.60	Gestion financière informatisée (410.53)
Cégep de Jonquière	AEC	900.55	Techniques administratives : supervision
		900.70	Conseiller, conseillère en services financiers
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.44	Techniques du génie industriel
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		902.13	Assurance de dommages
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de La Pocatière	AEC	901.02	Gestion du crédit à la consommation
		901.27	Gestion des approvisionnements
		901.44	Techniques du génie industriel
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Lévis-Lauzon	AEC	900.55	Techniques administratives : supervision
		900.70	Conseiller, conseillère en services financiers
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.44	Techniques du génie industriel
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)

		903.60	Techniques administratives (410.66)
Collège de Limoilou		900.83	Marketing : représentation
		901.42	Gestion de commerce de détail en alimentation
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège Lionel-Groulx	AEC	900.91	Gestion : micro-informatique appliquée
		901.72	Finance
		901.87	Gestion intégrale de la qualité
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège de Maisonneuve	AEC	410.32	Gestion de personnel
		900.70	Conseiller, conseillère en services financiers
		900.88	Marketing : exportation
		901.44	Techniques du génie industriel
		901.78	Conseils en services financiers pour les particuliers
		901.79	Démarrage d'entreprises
		901.92	Marketing
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.58	Fiscalité (410.64)
Cégep Marie-Victorin	AEC	---	
Cégep de Matane	AEC	900.88	Marketing : exportation
		900.90	Gestion : secrétaires-trésoriers de municipalités
		901.79	Démarrage d'entreprises
		903.53	Marketing (410.51)
		903.55	Gestion financière informatisée (410.53)
Collège Montmorency	AEC	410.32	Gestion de personnel
		900.83	Marketing : représentation
		900.91	Gestion : micro-informatique appliquée
		901.72	Finance
		901.73	Initiation à l'administration
		901.92	Marketing
		902.13	Assurance de dommages
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.58	Fiscalité (410.64)
Collège de l'Outaouais	AEC	901.39	Conseils financiers
		901.48	Administration fiduciaire
		901.72	Finance
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de la région de l'Amiante	AEC	410.91	Initiation à la gestion industrielle
		900.70	Conseiller, conseillère en services financiers
		900.83	Marketing : représentation
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)

		903.60	Techniques administratives (410.66)
Cégep de Rimouski	AEC	900.90	Gestion : secrétaires-trésoriers de municipalités
		901.72	Finance
		901.73	Initiation à l'administration
		901.78	Conseils en services financiers pour les particuliers
		901.79	Démarrage d'entreprises
		901.99	Logistique du transport continental
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.60	Techniques administratives (410.66)
Cégep de Rivière-du-Loup	AEC	410.32	Gestion de personnel
		900.90	Gestion : secrétaires-trésoriers de municipalités
		901.72	Finance
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège de Rosemont	AEC	415.40	Techniques de gestion de la récupération
		900.53	Commerce de détail
		900.73	Gestion d'immeubles
		900.91	Gestion : micro-informatique appliquée
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.58	Commerce international
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Cégep de Saint-Félicien	AEC	900.53	Commerce de détail
		900.91	Gestion micro-informatique appliquée
		901.39	Conseils financiers
		901.72	Finance
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Saint-Hyacinthe	AEC	900.55	Techniques administratives : supervision
		900.70	Conseiller, conseillère en services financiers
		900.90	Gestion : secrétaires-trésoriers de municipalités
		901.79	Démarrage d'entreprises
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Cégep Saint-Jean-sur-Richelieu	AEC	900.55	Techniques administratives : supervision
		900.73	Gestion d'immeubles
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.02	Gestion du crédit à la consommation
		901.27	Gestion des approvisionnements
		901.39	Conseils financiers
		901.44	Techniques du génie industriel
		901.72	Finance
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Saint-Jérôme	AEC	415.40	Techniques de gestion de la récupération
		900.47	Techniques de commerce international

		900.91	Gestion : micro-informatique appliquée
		901.29	Techniques de gestion des organisations de services
		901.39	Conseils financiers
		901.44	Techniques du génie industriel
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Cégep de Saint-Laurent	AEC	900.73	Gestion d'immeubles
		901.39	Conseils financiers
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		901.92	Marketing
		903.53	Marketing (410.51)
		903.60	Techniques administratives (410.66)
Cégep de Sainte-Foy	AEC	900.91	Gestion : micro-informatique appliquée
		901.02	Gestion du crédit à la consommation
		901.29	Techniques de gestion des organisations de services
		901.50	Gestion des services d'entretien
		902.13	Assurance de dommages
		902.58	Commerce international
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Sept-Îles	AEC	901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège de Shawinigan	AEC	900.55	Techniques administratives : supervision
		901.39	Conseils financiers
		901.72	Finance
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège de Sherbrooke	AEC	410.32	Gestion de personnel
		900.55	Techniques administratives : supervision
		900.83	Marketing : représentation
		900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.44	Techniques du génie industriel
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.53	Marketing (410.51)
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Cégep de Sorel-Tracy	AEC	901.39	Conseils financiers
		901.79	Démarrage d'entreprises

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		901.87	Gestion intégrale de la qualité
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Trois-Rivières	AEC	900.90	Gestion : secrétaires-trésoriers de municipalités
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Collège de Valleyfield	AEC	900.55	Techniques administratives : supervision
		900.91	Gestion : micro-informatique appliquée
		901.02	Gestion du crédit à la consommation
		901.39	Conseils financiers
		901.44	Techniques du génie industriel
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		901.92	Marketing
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Vanier College	AEC	900.91	Gestion : micro-informatique appliquée
		901.27	Gestion des approvisionnements
		901.72	Finance
		901.73	Initiation à l'administration
		901.92	Marketing
		903.55	Gestion financière informatisée (410.53)
		903.60	Techniques administratives (410.66)
Cégep de Victoriaville	AEC	410.32	Gestion de personnel
		900.55	Techniques administratives : supervision
		900.70	Conseiller, conseillère en services financiers
		900.91	Gestion : micro-informatique appliquée
		901.39	Conseils financiers
		901.40	Gestion d'une équipe d'employés et d'employées
		901.72	Finance
		901.73	Initiation à l'administration
		901.79	Démarrage d'entreprises
		901.87	Gestion intégrale de la qualité
		902.56	Agent immobilier
		902.57	Courtier immobilier
		903.53	Marketing (410.51)
		903.54	Personnel (410.52)
		903.55	Gestion financière informatisée (410.53)
		903.56	Gestion industrielle (410.54)
		903.60	Techniques administratives (410.66)
Cégep du Vieux Montréal	AEC	900.91	Gestion : micro-informatique appliquée
		901.44	Techniques du génie industriel
		901.73	Initiation à l'administration
		902.13	Assurance de dommages
		903.60	Techniques administratives (410.66)
PRIVATE SECTOR (subsidized)			
Campus Notre-Dame-de-Foy	AEC	903.60	Techniques administratives (410.66)

Collège d'Affaires Ellis inc.	AEC	903.60	Techniques administratives (410.66)
Collège André-Grasset	AEC	903.60	Techniques administratives (410.66)
Collège de l'Assomption	AEC	903.60	Techniques administratives (410.66)
Collège Bart (1975)	AEC	903.55	Gestion financière informatiése (410.53)
Collège Français (1985) inc.	AEC	903.60	Techniques administratives (410.66)
Collège LaSalle	AEC	903.60	Techniques administratives (410.66)
Collège de Lévis	AEC	903.60	Techniques administratives (410.66)
Collège Mérici	AEC	903.60	Techniques administratives (410.66)
Collège Moderne 3-R inc.	AEC	902.65	Administration et informatique
Collège O'Sullivan de Montréal	AEC	900.47 902.58 903.53 903.60	Techniques de commerce international Commerce international Marketing (410.51) Techniques administratives (410.66)
Collège Saint-Augustin	AEC	901.73	Initiation à l'administration (gestion)
Séminaire de Sherbrooke	AEC	902.56 902.57	Agent immobilier (assurance, immobilier et valeurs mobilières) Courtier immobilier (assurance, immobilier et valeurs mobilières)
PRIVATE SECTOR ***(non-subsidized)***			
Académie de l'Entrepreneurship	AEC	901.79	Démarrage d'entreprises (gestion)
Académie Julien inc.	AEC	901.79 903.55	Démarrage d'entreprises (1995) Gestion financière informatisée (410.53)
Chambre immobilière du Grand Montréal	AEC	902.56 902.57	Agent immobilier (assurance, immobilier et valeurs mobilières) Courtier immobilier (assurance, immobilier et valeurs mobilières)
Collège de la Cité	AEC	901.72 903.55	Finance Gestion financière informatisée (410.53)
Collège Delta inc.	AEC	900.91 901.09 901.72 903.55	Gestion : micro-informatique appliquée Services financiers Finance Gestion financière informatisée (410.53)
Collège de l'Estrie	AEC	900.91 901.87	Gestion : micro-informatique appliquée Gestion intégrale de la qualité (gestion industrielle)
Centre de formation Multiprofessionnelle Québec	AEC	900.53	Commerce de détail (marketing)
Collège Jean-Guy Leboeuf	AEC	902.56 902.57	Agent immobilier (assurance, immobilier et valeurs mobilières) Courtier immobilier (assurance, immobilier et valeurs mobilières)
Informatique MultiHexa inc.	AEC	900.91	Gestion : micro-informatique appliquée

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Institut de formation autochtone du Québec	AEC	901.88	Administration en milieu autochtone (gestion)
Institut d'Informatique de Québec	AEC	900.91 903.55	Gestion : micro-informatique appliquée Gestion financière informatisée (410.53)

Institutions authorized to offer programes leading to an AEC in *Cooperation*

List of institutions	Programs		
PUBLIC SECTOR			
Cégep de Rivière-du-Loup	AEC	900.38	Coopérant-volontaire
PRIVATE SECTOR (subsidized)			
Collège André-Grasset	AEC	903.62	Administration et coopération (413.51)
Collège Laflèche	AEC	903.62	Administration et coopération (413.51)
Collège de Lévis	AEC	903.62	Administration et coopération (413.51)
Séminaire de Sherbrooke	AEC	903.62	Administration et coopération (413.51)

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